

Grade Level: **Second**

Content Area: *Introduction to Unit*

Objective: *Students will connect with Brian and learn what to expect in the upcoming unit.*

Vocabulary: *Teachers- please note that students should work collaboratively to develop definitions for each vocabulary word based on research and background knowledge*

word	<i>Glog, Kenya, Responsible Community Member,</i>
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Procedure

<p>Session 1</p> <p>Part 1-</p> <p>Mystery Envelopes</p>	<p><i>Give students the mystery envelopes. Ask them to predict what our next unit of study is about based on the pictures.</i></p> <p><i>Explain to students that our community is a small part of a big world. All over the world children go to school just like we do. However opportunities to go to school are different for many children. Some countries like Africa do not have the funding to pay for kids to go to school; this leaving the opportunity for education up to the family. Our second grade students have been lucky enough to have adopted a scholarship student from Kenya Africa.</i></p> <p><i>Over the next few weeks we will be learning about Brian's life and comparing it to our lives. You are going to become community experts and learn ways to help support education across our world. It will be your job to teach Brian all about the community you live in.</i></p>
<p>Part 2-</p> <p>Introduction to Glog</p>	<p><i>How to navigate and use the glog-</i></p> <p><i>Our First mission is going to be getting to know Brian and learning how to use the glog you see on the projector to find information.</i></p> <p><i>Read Brian's letter to the class</i></p> <p><i>Give directions on how to use the glog</i></p> <p><i>Glog will be saved under your H drive</i></p> <p><i>Click on yellow star and click on Meet Brian</i></p> <p><i>Navigate through page with students teaching them about what information it has to offer.</i></p>

Part 3-	<i>Cooperative review of today's lesson:</i>
<i>Cooperative Learning Spinners</i>	<ul style="list-style-type: none"> • <i>Use questioning and paraphrasing spinners to further discuss Brian, his community, our community, and our role in supporting his education. This can be done either small group or whole group.</i> • <i>Teacher spins the question spinner and gives students a minute to formulate a question using that question starter.</i> • <i>Teacher randomly selects one student to ask their question and gives students time to discuss their thoughts in small groups.</i> • <i>Teacher selects one student to share their thoughts.</i> • <i>Teacher spins the paraphrase spinner and gives students one minute to think about how they would paraphrase the response given. Teacher draws one student to share how they paraphrased.</i> • <i>Repeat.</i>

Session 2	<p><i>Pose questions about yesterday's lesson. What do you remember about Brian? What do you remember about Kenya?</i></p>
Part 1	<p><i>Introduce the words community and responsible community member. What do they think these words mean? Explain to students that we are going to create a word splash to help us define these two terms. Split students into small groups and have them brainstorm 5 different words they think of when they hear community and five words they think of when they hear responsible community member. Tell them to hold onto their ideas because we will come back to them at the end of the lesson.</i></p> <p><i>Remind students about how to navigate a glog. Show them the difference between closing a window and quitting a program.</i></p> <p><i>Allow students time to navigate the Meet Brian glog on their own.</i></p> <p><i>As a class have students share what they learned about the glog and how they will use it independently to find information.</i></p> <p><i>Remind students about the words they were brainstorming earlier. After navigating through the glog do they have any new words that come to mind? Have them share their words. As a class or individually type words into wordle.com. This will create a word cloud of the important words you learned today.</i></p>
Part 2- Introduction to Glog	<p><i>Pass out Reflection Log to students. Students can record their thoughts about Brian, what they have learned and vocabulary words responsible community member and Kenya.</i></p>

Differentiation Strategies:

<p>Special Education</p> <p>1) Provide students with a specific question to answer about what they have learned today.</p> <p>As a class or in small groups create a list of questions for Brian have students share their thoughts from the list.</p> <p>Ask specific questions for students to answer in their Reflection Logs.</p>	<p>Gifted and Talented</p> <p>1) Give students a chance to operate the Glog individually. Students can then come up with a list of questions they have for Brian and decide how they would like to ask him these questions; through blogging, a letter, a song, etc.</p>	<p>English Language Learners</p> <p>Give students question starters to help them formulate questions for Brian. Allow students extra time to formulate questions.</p> <p>2) Students can draw pictures to express their thoughts or definitions in their Reflection Logs.</p> <p>Students can use a chart, graphic organizer, venn diagram, T-Chart or semantic to help express thoughts.</p>
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